

# Cedar Breaks Academy 580 North Main Street P.O. Box 967 Parowan, Utah 84761

**April 22, 2008** 





Utah State Office of Education 250 East 500 South P.O. Box 144200 Salt Lake City, Utah 84114-4200

# THE REPORT OF THE VISITING TEAM REVIEWING

# **Cedar Breaks Academy**

580 North Main Street P.O. Box 967 Parowan, UT 84761

**April 22, 2008** 

# UTAH STATE OFFICE OF EDUCATION

Patti Harrington, Ed.D.
State Superintendent of Public Instruction

# DIVISION OF STUDENT ACHIEVEMENT AND SCHOOL SUCCESS

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#### **FOREWORD**

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, April 22, 2008, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Cedar Breaks Academy is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the visiting team. The excellent leadership given by Joette Hayden, Director of Education, is also commended.

The staff and administration are congratulated for their desire for excellence at Cedar Breaks Academy, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at Cedar Breaks Academy.

Patti Harrington, Ed.D. State Superintendent of Public Instruction

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# **CEDAR BREAKS ACADEMY**

# **OWNERSHIP**

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	Executive Director/Owner			
BOARD OF DIRECTORS				
Gerald Bixman	CFO/Owner			
Stanley K. Allen	Executive Director/Owner			
Steve Foisey	Member			
	Member			
Nothan Ctabali	Mambar			

# **CEDAR BREAKS ACADEMY**

# **ADMINISTRATION AND STAFF**

# **School Administration**

Joette HaydenGene LavigneBree Farrow.		
Counseling/Therapy		
Matt Bullock		
Support Staff		
Jamie Bonnett	Office ManagerCase ManagerCase Manager	

# **Faculty**

Jeff Butler Joette Hayden Gene Lavigne Carrie Randell Rachel Adams (Teaching Assistant)

#### INTRODUCTION

## **Purpose**

Cedar Breaks Academy is seeking continued accreditation by the Northwest Association of Accredited Schools (NAAS). NAAS is one of the premier American education accrediting agencies, accrediting over 1,800 public and private schools throughout the Northwest region of the United States and many other places in the world. The NAAS accreditation process establishes rigorous quality standards and validates the educational quality of schools through on-site reviews conducted by trained volunteer evaluators and consultants, as needed.

This document is the report of the evaluation team. The purpose of the on-site evaluation visit is to (1) validate the completion and accuracy of the school's self-study, (2) verify that the school meets the NAAS standards, (3) facilitate development and implementation of an effective school improvement plan, and (4) provide commendations and recommendations to enhance the school's quality.

#### **Evaluation**

A Visiting Team was assembled by the Utah State Office of Education whose members have extensive expertise in accreditation, school improvement, international education and American education. The team members have graduate degrees in education and over 90 years of cumulative experience as educators and administrators.

The one-day evaluation was based on NAAS standards and quality indicators. Evaluation activities and methods used included review of the self-study materials, observations, and facilities. There were individual interviews of teachers, students and administrators. School records and documents were reviewed.

This report is prepared for the school to be used for its continuous improvement. Evaluation decisions were made by consensus; thus, ratings and evaluative commendations and recommendations were developed by the team and do not represent just one person's opinion.

An oral report highlighting the commendations and recommendations was presented to the administrator. This written report summarizes findings and offers commendations and recommendations. The school is encouraged to share the report with the school community, an advisory board, and appropriate authorities.

The report provides a specific judgment on whether each indicator of each standard is met. Whereas not all quality indicators under each standard must be fully met at the time of the review visit, the school must identify the needs and be working toward fully meeting each indicator.

This report includes ratings and findings, as well as commendations and recommendations. Ratings address the degree to which the school meets the standards

and quality indicators. Findings are statements of fact that were observed or reported. Commendations are areas that the team identified as strengths or that exceed expectations. It is important for the school to maintain those strong points, because they contribute to overall quality. Recommendations refer to either the areas that need change or next steps for continuous improvement. Therefore, all schools receive recommendations. The number of recommendations in no way reflects the quality of the school.

#### CEDAR BREAKS ACADEMY

#### MISSION STATEMENT

To instill a sense of confidence, leadership, and citizenship through academics, self-discovery, and perseverance.

#### **BELIEF STATEMENTS**

- Cedar Breaks Academy believes all students have a need to learn.
- Cedar Breaks Academy believes students learn through a variety of teaching strategies and methods.
- Cedar Breaks Academy believes the classroom should be a safe environment where students can take academic risks.
- Cedar Breaks Academy believes individuals that are shown respect, will learn to give respect to others.
- Modeling of healthy adult roles and citizenship should take place in the classroom.

## **DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)**

- 1. Communication Skills:
  - a. Students communicate with clarity, purpose, and understanding
  - b. Students use a variety of communication forms to express themselves and demonstrate the ability to use appropriate verbal, written, and physical communication methods
  - c. Students recognize, analyze, and evaluate various forms of communication
- 2. Life Skills in the Classroom:
  - a. Students will identify the various life skills domains and be able to demonstrate an understanding of each
  - b. Activities in the classroom will incorporate the use of life skills curriculum
  - c. Assume responsibility for personal action and act ethically
  - d. Integrate new learning with existing knowledge and experiences
  - e. Demonstrates self-motivation, dependability, loyalty and initiative

Date of Visit: April 22, 2008

# MEMBERS OF THE VISITING TEAM

Ted P. Lovato, Accreditation Consultant, Utah State Office of Education, Visiting Team Chairperson

Bo Iverson, Executive Director, Diamond Ranch Academy

#### VISITING TEAM REPORT

#### **CEDAR BREAKS ACADEMY**

#### **CHAPTER 1: SCHOOL PROFILE**

Cedar Breaks Academy is an all-girl residential treatment facility located in Parowan, Utah. The 31 girls enrolled come from diverse backgrounds and exhibit a variety of atrisk behaviors. The staff believes that the therapeutic program fits well with the educational goals for students, thus offering an individualized and flexible schooling program for the girls. Each student's class schedule is determined by a full academic assessment in combination with an incoming credit evaluation. The educational leaders work to ensure that the appropriate credits and courses are individualized for each student's needs.

The school is highly regimented, and the discipline practices are strict but fair. The daytime schedule is Monday through Friday from 9:00 a.m. to 2:00 p.m., and all students attend school a minimum of six hours per day, which includes evening study time and supervised study hall. The school also has sufficient materials and a new computer lab. All students are taught using Utah state-approved textbooks, and the school adheres to the Core Curriculum.

The school and dormitories are housed in an older facility that once was a motel business. There are four buildings on the campus, and the owners are committed to improving the facility as resources become available. It was obvious to Visiting Team that efforts had been made since the last visit of a year ago.

a) What significant findings were revealed by the school's analysis of its profile?

Working together as a team, the Cedar Breaks Academy (CBA) educational staff was diligent in identifying the various needs of their female students. The school team incorporated a variety of methods to obtain data and information to drive the design of the two DRSLs. The use of NSSE's "Survey of Goals for Student Learning," along with student performance based measures, observation methods, and current educational best practices research were used to determine critical needs.

Cedar Breaks Academy is a unique residential facility serving an all-female student population for a 12-month duration. The staff discovered that a typical student arrives at CBA with a history of academic failure and "gaps" in her educational history. Many are drug users upon arrival. As the team collected data for the past three years, a pattern was formed, and certain skills—and the lack thereof—have emerged as the main focus for the school's educational efforts. Through formal and informal assessment, it was determined that many CBA students lack the ability to demonstrate effective communication skills, both in and out of the classroom. In addition, the staff determined that many students lack

the necessary life skills/study skills to be effective students and responsible citizens.

b) What modifications to the school profile should the school consider for the future?

The school should consider sharing more pertinent and reliable data showing the academic growth of each student. As a result, data-driven decision making could be used to improve instructional strategies. Collaboration efforts among educators should be shared in the future. In addition, there needs to be a greater effort to show increased and varied assessment methods used to track and monitor student achievement.

More professional development efforts are required for the entire educational staff, and the prerequisites for each educator should be identified and addressed before resources are expended.

c) To what extent does the school's self-study accurately reflect the school's current strengths and limitations?

The Visiting Team felt the school did a credible job in identifying current strengths and limitations, and must be applauded for its honest and diligent effort. The school's Director of Education is a strong believer in direct instruction practices, and is proud of how the students are actively engaged in the curriculum and the daily opportunities for positive discussion and feedback.

The Visiting Team discovered that the school has a strong partnership with the city of Parowan and the surrounding areas. The owner and CFO is involved with many town leaders and businesses, and these partnerships are used very effectively to have the CBA students interact with and be of service to the community in a variety of constructive ways.

#### **Suggested Areas for Further Inquiry:**

- A more organized focus on professional development of administrators, teachers and support staff is needed.
- Expend more effort on tracking student educational progress.

# CHAPTER 2: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) TEACHING AND LEARNING STANDARDS

The following represents the Visiting Team's renderings on the Core Standards for Accreditation and whether in their collective judgment each respective indicator is being substantially met.

#### 1. MISSION, BELIEFS, AND DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

Guiding Principle: The school's mission statement describes the essence of what the school as a community of learners is seeking to achieve. The desired results for student learning are based on and drawn from the school's mission statement. These expectations are the fundamental goals by which the school continually assesses the effectiveness of the teaching and learning process. Every component of the school must focus on enabling all students to achieve the school's desired results for student learning.

1.1 The school's mission statement and desired results for student learning (DRSLs) are developed by the school and are approved and supported by the professional staff and any other school-wide governing organization.

# **Substantially Met**

1.2 The school's mission statement and beliefs represents the school's fundamental values and beliefs about student learning.

# **Substantially Met**

1.3 The school defines school-wide academic, civic, and social learning expectations that are measurable and reflect the school's mission and beliefs and are consistent with and reinforce Utah's *Life Skills: A Guide to Knowledge, Skills, and Dispositions for Success* and each Core Curriculum's intended learning outcomes.

#### **Substantially Met**

1.4 For each academic expectation of the mission, the school has a targeted level of successful achievement identified in an indicator.

#### **Partially Met**

1.5 The school uses indicators to assess the school's progress in achieving school-wide civic, where applicable, and social expectations.

#### **Substantially Met**

1.6 The school's mission statement, beliefs, and DRSLs guide the procedures, policies, and decisions of the school and are evident in the culture of the school.

#### **Substantially Met**

1.7 The school regularly reviews its mission statement, beliefs, and DRSLs using a variety of data to ensure that they reflect student needs, community expectations, the district/governing body mission, and state and national standards, as applicable.

# Comments of the Visiting Team - Mission, Beliefs, and DRSLs Standard

1.4 – There needs to be more use of outcome-based studies showing the overall progress and targeted level of successful achievement of students.

#### 2. CURRICULUM

Guiding Principle: The curriculum, including coursework, co-curricular activities, and other school-approved educational experiences, is the school's formal plan to fulfill its mission and desired results for student learning. The curriculum links together the school's beliefs, its desired results for student learning, and its instructional practices. The strength of that link is dependent upon the commitment and involvement of the professional staff to a comprehensive, ongoing review of the curriculum.

2.1 Each curriculum area identifies those school-wide academic expectations for which it is responsible.

#### **Substantially Met**

2.2 The curriculum is aligned with the school-wide academic expectations and ensures that **all** students have sufficient opportunity to **achieve** each of those expectations.

## **Substantially Met**

- 2.3 The written curriculum:
  - a. Prescribes content that aligns with the Utah State Core Curriculum.

#### **Substantially Met**

b. Integrates relevant school-wide learning expectations reflecting the Utah *Life Skills: A guide to Knowledge, Skills, and Dispositions for Success.* 

#### **Substantially Met**

c. Identifies course-specific intended learning outcomes.

#### **Substantially Met**

d. Suggests instructional strategies.

# **Substantially Met**

e. Suggests assessment techniques including the use of school-wide expectations for student learning.

# **Substantially Met**

2.4 The curriculum engages **all** students in inquiry, problem-solving and higher-order thinking, as well as providing opportunities for the authentic application of knowledge and skills.

# **Substantially Met**

2.5 The curriculum is appropriately integrated and emphasizes depth of understanding over breadth of coverage.

# **Substantially Met**

2.6 The school provides opportunities for **all** students to extend learning beyond the normal course offerings and the school campus.

2.7 There is effective curricular coordination and articulation between and among **all** academic areas within the school and the student's home school/district.

#### **Substantially Met**

2.8 A record that documents the results of all students' performance is maintained.

## **Substantially Met**

2.9 The school has a written policy statement concerning the selection of educational materials.

Partially Met

2.10 The instructional materials are selected to support the specific objectives of the individual courses as well as the school's overall mission and goals.

# **Partially Met**

2.11 The materials provided to the students are adequate to meet the course objectives.

# **Partially Met**

2.12 The reading level of the materials is appropriate to the reading-level competence of the students.

#### **Substantially Met**

2.13 The materials are up to date.

# **Partially Met**

2.14 Adequate provisions are made for the prompt delivery and return of instructional materials, lessons, and examinations to and from the students.

#### **Substantially Met**

2.15 Lessons and examinations are graded promptly and the results communicated to the students and their parents/guardians.

#### **Substantially Met**

2.16 Student (parent/guardian) inquiries are answered promptly and satisfactorily.

# **Substantially Met**

2.17 The procedures for granting credit and/or for determining progress toward graduation are consistent with the school's stated purposes.

#### **Substantially Met**

2.18 The procedures for granting credit are in writing and are available to enrolled students.

#### **Substantially Met**

2.19 Instructional materials, technology, equipment, supplies, facilities, and staffing levels, and the resources of the library/media center are sufficient to allow for the effective implementation of the curriculum.

2.20 The professional staff is actively involved in the ongoing development, evaluation, and revision of the curriculum based on assessments of student performance in achieving the school's academic expectations and course-specific learning goals.

#### Not Presently Met

2.21 The school commits sufficient time, financial resources, and personnel to the development, evaluation, and revision of curriculum.

#### **Partially Met**

2.22 Professional development activities support the development and implementation of the curriculum.

#### **Partially Met**

2.23 The program of studies meets the requirements of the state, ministry, or parent organization, as applicable.

# **Substantially Met**

2.24 The curriculum is adapted to meet the individual student learning needs.

# **Substantially Met**

2.25 The students are aware of the curriculum being taught and are appropriately involved.

#### **Substantially Met**

# <u>Utah-Specific Indicators – Curriculum Standard</u>

2.26 The curriculum meets the Utah graduation and credit requirements and **all** courses align to, meet or exceed Utah State Core Curricula in accordance with Board Rule R277-705.

#### **Substantially Met**

- 2.27 Rules and policy that require parent or guardian notification are followed. **Substantially Met**
- 2.8 The curriculum includes patriotic education as outlined in Board Rule R277-475-3.\* Substantially Met

# Comments of the Visiting Team - Curriculum Standard

- 2.9 There is no evidence of written policy statement concerning the selection of educational materials. One student commented on her request to have more updated resources.
- 2.10 Related to 2.9.
- 2.11 Related to 2.9.
- 2.13 Most of the texts observed were several years old. A policy regarding the ongoing replacement

<sup>\*</sup> Does not necessarily apply to non-public schools.

- of textbooks and other education materials is recommended. Students commented requesting current textbooks.
- 2.20 It has been recommended that CBA utilize standards-based assessment results to implement data-driven decision making regarding curriculum development.
- 2.21 Related to 2.20. It is also recommended that allotted time be scheduled on a consistent basis to allow for professional development and evaluation and revision of school curriculum.
- 2.22 Related to 2.21.

#### 3. INSTRUCTION

Guiding Principle: The quality of instruction in a school is the single most important factor affecting the quality of student learning, the achievement of desired results for student learning, the delivery of the curriculum, and the assessment of student progress. Instructional practices must be grounded in the school's mission, beliefs, and desired results for student learning, supported by research in best practices, and refined and improved based on identified student needs. Teachers are expected to be reflective about their instructional strategies and to collaborate with their colleagues about instruction and student learning.

3.1 Instructional strategies and practices are consistent with the school's stated mission, beliefs and DRSLs.

#### **Partially Met**

- 3.2 Teachers use a variety of instructional strategies to:
  - a. Personalize instruction by providing concrete examples.

#### **Substantially Met**

b. Make connections across disciplines by linking examples to other subjects.

#### Partially Met

c. Engage students as learners by using a variety of strategies.

# **Substantially Met**

d. Engage students as self-directed learners by providing opportunities for problem solving.

# **Substantially Met**

e. Involve students in higher-order thinking.

#### **Substantially Met**

f. Provide opportunities for students to apply knowledge or skills.

#### **Substantially Met**

g. Promote student self-assessment and self-reflection of what has been taught.

#### **Partially Met**

h. Recognize diversity, multiculturalism, individual differences, and other prevalent unique characteristics of the student population.

# **Substantially Met**

3.3 Teachers use feedback from a variety of sources, including other teachers, students, supervisors and parents as a means of improving instruction.

#### **Partially Met**

3.4 Teachers are proficient in their content area, knowledgeable about current research on effective instructional approaches, and reflective about their own practices. (See 6.5 for reporting licensing and endorsements.)

# **Partially Met**

3.5 Analysis of instructional strategies is a significant part of the professional culture of the school.

## **Partially Met**

3.6 Technology is integrated into and supportive of teaching and learning.

#### **Partially Met**

3.7 Library information services are available to students and faculty and utilized to improve teaching and learning.

# **Substantially Met**

3.8 The school's professional development program is guided by identified instructional needs and provides opportunities for teachers to develop and improve their instructional strategies.

## Not Presently Met

3.9 Teacher supervision and evaluation processes are used to improve instruction in order to meet the needs of **all** students.

#### **Partially Met**

# <u>Utah-Specific Indicator – Instruction Standard</u>

3.10 Instructional time is allocated and protected to support student learning.

#### **Substantially Met**

3.11 The teaching and learning program focuses on and utilizes educationally accepted best practices.

#### **Substantially Met**

# Comments of the Visiting Team - Instruction Standard

- 3.1 More effort is needed in using data-driven decision making in all instructional strategies and practices to support DRSLs, beliefs, and mission.
- 3.2 b Due to a lack of a strong assessment tracking program, it is difficult to assess whether connections across disciplines are occurring.
- 3.2 g See 3.2 b above.
- 3.3 It would help if teachers had more access to specifically designed professional development opportunities in discovering varied strategies.
- 3.4 One teacher is lacking her content area endorsement, but is working on it.

- 3.5 More effort is needed with analysis of instructional strategies; additional professional development is also needed.
- 3.6 The school could spend more resources on technology.
- 3.8 Even though the staff has attended some professional development, it has not been done to the degree that they would have preferred.
- 3.9 There was no evidence of a teacher evaluation instrument, but the school is commended for having a highly qualified lead-teacher.

#### 4. ASSESSMENT

Guiding Principle: Assessment is an integral part of the teaching and learning process. Its purpose is to inform students regarding their learning progress and teachers regarding ways to adjust the curriculum and instruction to respond effectively to the learning needs of students. Further, it communicates to the parents the progress of students in achieving the school's expectations for student learning, as well as course-specific learning goals. Assessment results must be continually analyzed to improve curriculum and instruction.

4.1 The school has a process to assess both school-wide and individual student progress in achieving the academic expectations of the mission.

# **Substantially Met**

4.2 The school's professional staff uses data (climate survey, empirical, etc.) to assess the school success in achieving its civic and social expectations.

#### **Substantially Met**

4.3 Teachers clarify for students the relevant school-wide academic expectations and course-specific learning goals that will be assessed.

#### **Substantially Met**

4.4 Teachers base classroom assessment of student learning on school-wide and course-specific indicators for intended learning outcomes.

#### **Partially Met**

4.5 Teachers use varied assessment strategies to determine student knowledge, skills, and competencies and to assess student growth over time.

# **Substantially Met**

4.6 Teachers meet collaboratively to discuss and share student work and the results of student assessments for the purposes of revising the curriculum and improving instructional strategies.

#### **Partially Met**

4.7 The school's professional development program provides opportunities for teachers to collaborate in developing a broad range of assessment strategies.

#### **Partially Met**

4.8 The school's professional staff communicates individual student progress in achieving school-wide academic expectations to students and their families.

## **Substantially Met**

4.9 Results and analysis of academic assessment are used to drive curriculum and instruction.

# **Partially Met**

4.10 A record that documents the results of all student performance is maintained.

Substantially Met

## **Utah-Specific Indicators – Assessment Standard**

4.11 Teachers receive and use the results of standardized assessments in a timely manner to facilitate and improve instruction. (For public school this would include the CRT, Iowa Test and UBSCT results.)\*

#### **Partially Met**

4.12 Proficiency criteria are explicitly described in course descriptions per Board Rule R277-700-3.

## **Substantially Met**

4.13 The school assesses English acquisition using annual measurable achievement objectives.\*

#### **Not Applicable**

\* Do not necessarily apply to non-public schools.

# Comments of the Visiting Team -Assessment Standard

- 4.4 Course-specific indicators should be in line with Core Standards. It is recommended that CBA utilize standards-based assessments to identify intended learning outcomes.
- 4.6 As identified in CBA's SIP, it is recommended that more professional development time be allowed for teacher collaboration and improving instructional strategies.
- 4.7 Related to 4.6..
- 4.9 As identified in CBA's SIP, it is recommended that more emphasis be placed on the use of academic assessments to drive curriculum and instructional decisions.

#### **CHAPTER 3: NAAS SCHOOL SUPPORT STANDARDS**

#### 5. LEADERSHIP AND ORGANIZATION

Guiding Principle: The way that a school organizes learning for students, fosters leadership, and engages its members has a profound effect on teaching and learning. The professional culture of the school must be characterized by thoughtful, reflective, and constructive discourse about decision-making and practices that supports student learning and well-being.

5.1 The academic administrator has sufficient autonomy and decision-making authority to lead the school in achieving the mission, beliefs, and DRSLs.

## **Substantially Met**

5.2 The academic administrator provides leadership in the school community by creating and maintaining a shared vision, direction, and focus for student learning.

#### **Substantially Met**

5.3 The student to academic administrator ratio does not exceed 450 students to each qualified administrator or a prorated fraction thereof.

# **Substantially Met**

5.4 Staff members as well as administrators, other than the academic administrator; provide leadership essential to the improvement of the school.

## **Substantially Met**

5.5 Excessive staff turnover does not impact school effectiveness. The school evaluates staff turnover and addresses any concerns about staff retention.

#### **Substantially Met**

5.6 The organization of the school and its educational programs promotes the achievement of the school's mission, beliefs, and DRSLs.

#### **Substantially Met**

5.7 Student grouping patterns reflect the ethnic diversity of the student body, foster heterogeneity, reflect current research and best practices, and support the achievement of the school's mission, beliefs, and DRSLs.

#### **Substantially Met**

5.8 The schedule is driven by the school's mission, beliefs, and DRSLs, and supports the effective implementation of the curriculum, instruction, and assessment.

#### **Substantially Met**

5.9 Meaningful roles in the decision-making process are accorded to students, parents, and **all** members of the school staff to promote an atmosphere of participation, responsibility, and ownership.

#### **Partially Met**

5.10 There is a formal system through which each student has an adult staff member who knows the student well and assists the student in achieving the school-wide expectations for student learning.

# **Substantially Met**

5.11 The professional staff members collaborate within and across departments or grade levels in support of learning for **all** students.

#### **Substantially Met**

5.12 All school staff members are involved in promoting the well-being and learning of students.

#### **Substantially Met**

5.13 Student success is regularly acknowledged, celebrated, and displayed.

#### **Partially Met**

5.14 The climate of the school is safe, positive, respectful, and supportive resulting in a sense of pride and ownership.

# **Substantially Met**

5.15 The school has a written code of student conduct.

# **Substantially Met**

5.16 Teacher supervision and evaluation processes are used to improve instruction.

#### **Partially Met**

5.17 The academic administrator is significantly involved in the selection, assignment, and retention of instructional personnel.

#### **Substantially Met**

5.18 The school employs an adequate staff, both professional and non-certified, to support student enrollment and to realize its stated purposes.

# **Partially Met**

5.19 The school meets all applicable state requirements and regulations for licensure, organization, academic administrators, and control, unless state authorities have granted official exemption.

#### **Substantially Met**

#### **Utah-Specific Indicators – Leadership and Organization Standard**

5.20 The school has a written policy prohibiting discrimination and regular training is provided to insure compliance in accordance with Board Rule R277-112-3-C.

# **Substantially Met**

5.21 The school has a written policy explaining the process and standards for acceptance and reciprocity of credits earned by students in accordance with Board Rule R277-705-3.

5.22 Teachers have reviewed and are familiar with the *Life Skills: A Guide to Knowledge, Skills, and Dispositions for Success* document, and implemented them into the curricula they are teaching.

## **Substantially Met**

## Comments of the Visiting Team – Leadership and Organization Standard

- 5.9 Due to the distance of the students' families, it is not feasible to include parents in truly meaningful decision-making roles.
- 5. 13 More effort is needed to display student work. The facility's physical plant is limited.
- 5.16 There was no evidence of a reliable and valid teacher evaluation instrument being used.
- 5.18 Not all staff members are fully certificated, but efforts are being made to remediate this shortfall.

#### 6. SCHOOL SERVICES

Guiding Principle: Student learning and well-being are dependent upon adequate and appropriate support programs and services. The school is responsible for providing an effective range of integrated resources to enhance and improve student learning and well-being and to support the school's mission and expectations.

# **Student Support Services**

6.1 The school's student support services are consistent with the school's mission, beliefs, and DRSLs.

#### **Substantially Met**

- 6.2 The school allocates resources, programs, and services so that all students have a reasonable opportunity to achieve the school's expectations for student learning.

  Substantially Met
- 6.3 Student support personnel enhance student learning by interacting and working cooperatively with professional and other staff and by utilizing community resources to address the academic, social, emotional, and physical needs of students.

#### **Substantially Met**

6.4 All student support services are regularly evaluated and revised as needed to support improved student learning.

6.5 All professional personnel are in compliance with the Utah Educator Licensing requirements and are appropriately endorsed for all assignments in accordance with Board Rule R277-501.

# **Partially Met**

- 6.6 The total number of students instructed by any one teacher does not exceed 160. **Substantially Met**
- 6.7 There is a system for effective and ongoing communication with students, parents/guardians, and school personnel, designed to keep them informed about the types of available student support services and identified student needs.

#### **Substantially Met**

6.8 Student records, including health and immunization records, are maintained in a confidential and secure manner consistent with federal (FERPA) law.

# **Substantially Met**

6.9 All teachers are given appropriate orientation training.

# **Substantially Met**

6.10 Teachers are carefully supervised by the academic administrative staff.

# **Substantially Met**

6.11 The non-professional clerical and paraprofessional staff members are carefully selected and have appropriate training and background for their positions.

# **Substantially Met**

6.12 Policies for the selection and assignment of personnel are non-discriminatory in reference to race, ethnic origin, and sex.

#### **Substantially Met**

#### **Utah-Specific Indicators – Student Support Services**

6.13 All school employees have been instructed regarding their responsibilities and follow required procedures in cases of suspected child neglect and physical or sexual abuse in accordance with Board Rule R277-401-3.

#### **Substantially Met**

6.14 The school communicates to parents/guardians all assessment practices used by teachers in the preferred language of the parents and facilitates direct involvement in their children's education (e.g., English as a second language programs, English literacy programs, homework programs, and home assessment tools).

#### **Guidance Services**

- 6.15 The school provides a full range of comprehensive guidance services, including:
  - a. Individual and group meetings with guidance personnel.

## **Substantially Met**

b. Personal, career, and college counseling.

#### **Substantially Met**

c. Student course selection assistance.

#### **Substantially Met**

d. Appropriate support in the delivery of special education services for students, as applicable.

# **Substantially Met**

6.16 The ratio of students to those who provide guidance and counseling services does not exceed 400 students to those respective individuals.

#### **Substantially Met**

6.17 The guidance service facilities are large enough to house program personnel, equipment, and material. (Counseling spaces should be easily accessible to all students, equipped with offices for each professional school counselor, installed telephones, computer connections, etc.)

# **Substantially Met**

# **Utah-Specific Indicators – Guidance Services**

6.18 The Comprehensive Guidance Program (Board Rule R277-462) reflects the school's mission, beliefs and DRSLs.\*

#### **Not Applicable**

6.19 School counselors can provide evidence that the Comprehensive Guidance Program is contributing to student achievement.\*

#### **Not Applicable**

\*Do not necessarily apply to non-public schools.

#### **Health Services**

6.21 The school has a current health service plan providing resources to meet the needs of all the students.

#### **Substantially Met**

6.22 The school has a crisis response plan that is tested and updated annually as outlined in Board Rule R277-400.

## **Library Information Services**

- 6.23 The library media program is directed by a certified library media specialist.
  - a. Library staff in schools of **fewer than 250 students** need not be certified, but are under the direction of a qualified library media specialist.
  - b. Schools with an **enrollment between 250 and 500 students** have a full-time qualified library media specialist.
  - c. Schools with more than **500 students** have a full-time library media specialist and have additional library media personnel.
  - d. Personnel are under the direction of a qualified library media specialist. **Substantially Met**
- 6.24 Students, faculty, and support staff have regular and frequent access to library/information services, facilities, and programs as an integral part of their educational experience before, during, and after the school day.

# **Substantially Met**

6.25 The library/information services program fosters independent inquiry by enabling students and faculty to use various school and community information resources and technologies.

# **Substantially Met**

6.26 The school has a written policy concerning the selection and removal of information resources and the use of technologies and the Internet.

#### **Substantially Met**

# **Utah-Specific Indicator – Library Information Services**

6.27 The library collection and information resources are relevant, up-to-date and of sufficient size (10 volumes per student) to meet the program of curricular and literacy needs of the students and faculty.

# **Substantially Met**

#### **Special Education Services**

6.28 The school provides special education services related to the identification, monitoring, and referral of students in accordance with local, state, and federal laws, as applicable.

#### **Substantially Met**

# **Family and Community Services**

6.29 The school engages parents and families as partners in each student's education as appropriate to the school's program.

6.30 The school fosters productive business/community/higher education partnerships that support student learning appropriate to the school's program.

#### **Substantially Met**

# Comments of the Visiting Team – Student Support Services Standard

- 6.5 There was no evidence of a certified science teacher on staff.
- 6.28 Efforts are being made with regard to special education. It is suggested that CBA utilize the resources of the local school district when needed.

# 7. FACILITIES AND FINANCES

Guiding Principle: The school plant (consisting of site, buildings, equipment, and services) is an important factor in the functioning of the educational program. The school plant serves as a vehicle for the implementation of the school mission. The school plant should provide for a variety of instructional activities and programs and for the health and safety of **ALL** persons. The school plant should incorporate aesthetic features that contribute to a positive educational atmosphere while providing for needed flexibility. In addition to an appropriate facility, sufficient fiscal resources must be available, accounted for, and effectively used in order for any school to accomplish its mission and expectations for student learning.

7.1 The school site and plant support and enhance all aspects of the educational program and the support services for student learning.

# **Partially Met**

7.2 The physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations.

#### **Substantially Met**

7.3 Equipment is adequate, properly maintained, catalogued, and replaced when appropriate.

#### **Partially Met**

7.4 A planned and adequately funded program of building and site management ensures the appropriate maintenance, repair, and cleanliness of the school plant.

#### **Partially Met**

7.5 There is ongoing planning to address future programs, enrollment changes, staffing, facility, and technology needs as well as capital improvements.

#### **Substantially Met**

7.6 Faculty and building administrators have active involvement in the budgetary process, including its development and implementation, where applicable.

7.7 The school has sustainable financial resources to provide services to students in order to meet the stated purposes of the school and provide the educational program to the student.

#### **Substantially Met**

7.8 Proper budgetary procedures and generally accepted accounting principles are followed for all school funds.

#### **Substantially Met**

7.9 The school's accounts are independently audited annually.

#### **Substantially Met**

7.10 The total cost for a course of instruction, including all textbooks, materials, and instructional services, is made known to parents at the time of their application and/or registration, where applicable.

# **Substantially Met**

7.11 Terms of tuition and/or fees payment are clearly defined in the application, where applicable.

#### **Substantially Met**

7.12 Any advertising and promotional literature is completely truthful and ethical.

#### **Substantially Met**

7.13 Any advertising and promotional literature clearly states the purpose of the school's program of instruction.

# **Substantially Met**

7.14 None of the school's advertising and promotional literature is offensive or negative toward other schools or educational agencies.

# **Substantially Met**

7.15 Tuition collection procedures shall be in keeping with sound and ethical business practices and protect the financial interest of the school, where applicable.

# **Substantially Met**

7.16 The administration has the authority to administer its discretionary budget, where applicable.

#### **Substantially Met**

# Comments of the Visiting Team – Facilities and Finance Standard

- 7.1 The Academy is located in an older set of buildings that at one time were part of a large motel business; thus, it was never designed to be a school. However, the current owners are making many efforts to make the facilities conducive to serving as a viable educational environment. Much work is still needed.
- 7.3 Equipment is not ideal, but long-range spending goals are viable. More technology is needed.

7.4 The school and campus are neat and tidy, but the owners must use resources, as they become available, to improve the overall appearance of the campus. The plans to build a wall around the facility and to remove unsightly asphalt are positive moves.

#### CHAPTER 4: NAAS SCHOOL IMPROVEMENT STANDARD

#### 8. CULTURE OF CONTINUAL IMPROVEMENT

Guiding Principle: A quality school develops and maintains an externally validated process and plan for school improvement. Goals resulting from the evaluation process should include targeted levels of achievement and be measurable.

8.1 The school has developed and implemented a comprehensive school improvement plan using *Collaborating for Student Achievement*, the Utah accreditation school improvement process that is reviewed and revised on an ongoing basis.

#### **Substantially Met**

8.2 Results of school improvement are identified, documented, used, and communicated to **all** stakeholders.

#### **Substantially Met**

8.3 The school improvement effort is externally validated on a periodic basis by an onsite accreditation visiting team.

## **Substantially Met**

8.4 The school improvement plan is consistent with external accountability requirements such as those of the state in which the school is located. These could also be ministry or federal accountability requirements.

# **Substantially Met**

- 8.5 The school improvement process provides an orderly process for:
  - a. Selecting the most appropriate areas upon which to focus improvement efforts. **Substantially Met**
  - b. Developing strategies that are designed to improve student performance.

## **Substantially Met**

c. Implementing those strategies.

# **Substantially Met**

d. Monitoring the process.

#### **Substantially Met**

e. Evaluating the process to ensure that success has been attained.

8.6 The school improvement process is the result of a school self-evaluation that addresses the major recommendations for improvement as identified in the self-study.

#### **Substantially Met**

8.7 Goal statements for the school improvement process are properly aligned with the implementation plan and clearly identify measures of success.

#### **Substantially Met**

8.8 A reasonable, specific timeline for the implementation of each area within the school improvement process is identified.

## **Substantially Met**

8.9 The school improvement process involves a site-based council or advisory committee.

#### **Substantially Met**

## **Utah-Specific Indicator – Culture of Continuous Improvement Standard**

8.10 The school incorporates the recommendations from the external evaluation (Report of the Visiting Team) into their school improvement plan.

## **Substantially Met**

# Comments of the Visiting Team – Continuous Improvement Standard

None

# CHAPTER 5: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

As result of the on-site visit, the Visiting Team determined that there were commendations regarding the school and program, and as well some recommendations for the school staff and administration to consider during the next years of accreditation. These follow, and represent both general impressions and some that are specifically related to the Core Standards for Accreditation. The school should make every effort to review each commendation and recommendation and put into place plans for celebration and/or prioritization for school improvement. The school is expected as part of its annual report to account for its progress toward achieving those recommendations as prioritized in the school's improvement plan.

# **Commendations:**

• The Visiting Team commends Cedar Ridge Academy for its caring, dedicated, and genuine staff and staff members' efforts in meeting the needs of a diverse, atrisk population in an environment that exhibits much support for the individual student.

- The Visiting Team commends Cedar Ridge Academy for its highly structured, well-disciplined, and student-focused program, and for the effectiveness of the school's behavioral modification program.
- The Visiting Team commends Cedar Ridge Academy for its use of a strong and creative Direct Instruction model as its instructional design tool. The use of mastery learning to ensure student competency and teachers' use of their well-designed curriculum mapping program are to be applauded.
- The Visiting Team commends Cedar Ridge Academy for its self-study document, which was well-written, well-presented, honest, and carefully thought out. The DRSLs and action plan are well done and should be tangible, long-term assets to the school improvement process.
- The Visiting Team commends the owners of Cedar Ridge Academy for continually making strides to improve the overall physical plant and grounds.
- The Visiting Team commends Cedar Ridge Academy for its community education program, which provides many and varied opportunities for students to serve the local community of Parowan and its surrounding areas. The program fosters civic pride, citizenship, and a sense of belonging to a community.
- The Visiting Team commends the owners of Cedar Ridge Academy for providing continual resources in ensuring that all library/curriculum needs of the students are met.

#### **Recommendations:**

- The Visiting Team recommends that Cedar Breaks Academy embrace the use of additional outcome studies that show the academic progress of students. The school's quality, valid, and reliable assessments are not as efficiently applied as needed to ensure academic growth in students and to assist in the improvement of instructional strategies. The use of standards-based assessments will ensure instructional alignment with the state's Core Curriculum.
- The Visiting Team recommends that the CBA staff utilize the results of outcomebased studies to assist in the decision-making process with regards to overall school improvement.
- The Visiting Team recommends that the CBA ownership continue to make needed improvements to the entire campus and physical plant. Students expressed a desire for a more comfortable, non-institutionalized environment.

